



Xavier College

2024 Annual School Report



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Catholic Schools
Parramatta Diocese

Introduction

About the Annual School Report

Xavier College is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and news can be viewed or obtained from the school.

Key Messages

From the Principal Mr. Michael R Pate M.A. (Theo), M.Ed. (Admin), M.P.E.T., M.Ed. (Info Technology), M.Ed. (Counselling), B.Ed, Grad Dip. Pastoral Guidance, Dip. Teach.

Xavier College is proud to report a year marked by exceptional academic performance and significant contributions to the broader community for the year 2024. This annual report highlights the achievements and developments that underscore our institution's commitment to excellence.

Academic Performance: The college has maintained its position as the leading secondary school in the area, as evidenced by the Higher School Certificate (HSC) outcomes. Our students have shown admirable dedication, with a notable increase in the attainment of bands 5 and 6 and a corresponding decrease in the lower bands. Of the HSC cohort, an impressive 83% secured placements at various universities, with others entering into successful traineeships and apprenticeships.

Learning and Growth: The educational growth of our students, particularly in numeracy, is a testament to the robust and unified educational strategy employed by Xavier College. Our Dux achieved an Australian Tertiary Admission Rank (ATAR) of 96.45. Prior to the HSC examinations, 84.5% of Year 12 students were granted early university admission, highlighting our competitive edge and the added value of a Xavier education.

Cultural Engagement: In partnership with the Jarara Cultural Centre, our First Nation learning and cultural program has expanded, offering a wealth of opportunities to our First Nation students. A standout event was the Annual Murama Conference, where our students took on leadership roles, demonstrating our commitment to cultural engagement and leadership development.

Community Involvement: Xavier College students have displayed a strong commitment to social justice, actively participating in community events and initiatives. Notably, they engaged in Jesuits Services, the St Vincent De Paul Society and the Vinnie's Christmas Hampers initiative, exemplifying our core values of service and compassion.

The year 2024 was a testament to the resilience, hard work, and community spirit of Xavier College.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

From the Parents/Carers

Throughout the year 2024, Xavier College has maintained and strengthened its collaborative relationship with the parent community. This partnership remains essential for fostering the College's educational values and supporting student academic development. The College has continually worked towards enhancing communication transparency and frequency to ensure effective engagement with families. One of the key initiatives in maintaining open lines of communication was the weekly 'Facebook Live Chat

with the Principal.' This platform provided regular updates and insights into the day-to-day operations of the College, allowing parents to stay informed and engaged in the educational journey of their children. Additionally, Xavier College implemented a robust multi-channel communication system to ensure the timely dissemination of important information.

Xavier College remains committed to fostering a strong and cooperative relationship with parents through consistent communication and engagement. By leveraging digital platforms and inclusive practices, the College continues to build a supportive and informed community, ensuring that students receive the best possible educational experience.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of college. The results will be used to look at further improvements at the college.

From the Students

In 2024, Xavier College students demonstrated outstanding community engagement and leadership, particularly through their support for social justice initiatives like Caritas Australia and the St Vincent de Paul Society. The Student Representative Council (SRC) played a crucial role, meeting fortnightly to represent student interests and leading the organisation of major events such as Project Compassion, Christmas hampers collection, the College Open Night, Harmony Day, Vinnie's Winter Appeal, and monthly barbecues. These efforts exemplified the College's commitment to the values of Ready, Respectful, and Safe, fostering a community of compassion, tolerance, and respect. Through these activities, Xavier College students have positively contributed to both their school and the broader community, embodying the ideal of being the 'best possible human'.

Students at the college were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

School Context

History of the college

Xavier College Llandilo, was officially opened to serve the Corpus Christi parish on 1 March 1999. The College opened with the cutting of a red ribbon by the inaugural principal, and Parish Priest. Initially, there were 160 students and 13 teachers housed in temporary accommodation. Our demountable buildings were located on the same site as the local Catholic primary school, Corpus Christi Primary School Andromeda Drive Cranebrook. Construction commenced on the present Ninth Avenue site in 2004, with Xavier College operating for one year from both the Andromeda Drive and Ninth Avenue sites. From 2005 all classes were held at the Ninth Avenue site and, in 2008, the College was completed with the building of the administration block and new classrooms. The College has continued to grow and enjoys an excellent reputation in the wider community, through our commitment to social action and quality learning.

Location / Drawing Area

Xavier College is co-educational situated in Llandilo in Sydney's outer west. Xavier College serves the parish of Corpus Christi at Cranebrook and mainly draws on students from Corpus Christi Primary School Cranebrook, St Joseph's Primary School Kingswood, St Nicholas of Myra Primary School Penrith and St Mary MacKillop Primary School South Penrith. It also draws on local state primary schools such as Llandilo Primary School, Samuel Terry Primary School, Henry Fulton Primary School, Werrington Primary School, and Londonderry Primary School.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	141
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	79
Number of part time teaching staff	22
Number of non-teaching staff	40

Total number of teaching staff by NESA accreditation level

Teachers at the college are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at Xavier College can be sourced directly from the college.

Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The college takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the college this year has included:

- Deconstructing Data – Literacy & Numeracy, Attendance and Behaviour. Data to improve learning and teaching.
- Contextual Wellbeing – Building Motivation, Compliance and Control & Building Cohesion with students.
- Using technology to harness learning – Chat GPT, 2. Tips and Tricks to engage the learner 8 ways of knowing (First Nation Pedagogy).

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at college. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

Social Justice

All students at the college are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the college engaged in the following initiatives and activities:

- Year 12 student led initiative - Winter Sleep-out to raise funds for Jesuit Refugee Service (JRS).
- Breakfast Club and Well being Hub support for St Jospeh's Primary School Kingswood. Year 10 students raise funds and participate.
- Whole school support of Food Bank associated with Jesuit Refugee Service (JRS).

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

Religious Education

At the heart of our college is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent

with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

Professional Learning of Staff in Religious Education

Professional Learning in Religious Education offered to staff this year included:

- Weekly staff prayer with a focus on Jesuit Spirituality - The Ignatian Workout
- Professional Learning both internally and externally to develop Stage 6 Religious Education teacher capacity.
- Working with the local Priest to develop a deeper connection with the Parish.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

NAPLAN Results Year 7 2024

Year 7	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	74%	67%
Writing	72%	65%
Spelling	79%	72%
Grammar and Punctuation	63%	61%
Numeracy	68%	67%

NAPLAN Results Year 9 2024

Year 9	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	69%	63%
Writing	73%	61%
Spelling	77%	72%
Grammar and Punctuation	61%	55%
Numeracy	71%	63%

Record of School Achievement (RoSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA has been designed to provide grades for all Stage 5 (Year 10) and Stage 6 (Preliminary) courses completed during secondary education.

In 2024:

- The number of students issued with a RoSA in Year 10 was 17.
- The number of students issued with a RoSA in Year 11 was 10.

Higher School Certificate (HSC)

Percentage of students in performance bands 4, 5 and 6 (trend data) in select courses as compared to the state.

HSC Results						
HSC Subject	Percentage of students in top 3 bands					
	2024		2023		2022	
	School	State	School	State	School	State
English Standard	78%	67%	59%	59%	50%	56%
English Advanced	100%	96%	100%	95%	92%	94%
Studies of Religion 1	77%	80%	75%	84%	49%	79%

Total number of Year 12 students engaged in either a VET or NESA endorsed courses: 82.

NESA endorsed courses and or VET courses undertaken by Year 12 students include: Animal Care, Early Child Education & Care, Exploring Early Childhood, Fitness, Studies in Catholic Thought, Visual Design.

School HSC Highlighted Performances

Percentage of students in performance bands 4, 5 and 6 (trend data) in highlighted courses as compared to the state.

HSC Results		
HSC Subject	Percentage of students in top 3 bands	
	2024	
	School	State
Community & Family Studies	93%	71%
Biology	93%	70%

HSC Results Comment

We are absolutely thrilled to announce that our Year 12 students have achieved the best HSC results in Xavier College's history, with 52 Band 6 and 179 Band 5. There were 2 All

Rounders and 3 Top Achievers. It's a very positive end to the class of 2024. This cohort demonstrated significant learning gain in the HSC.

This outstanding achievement is a testament to the hard work, dedication, and resilience shown by our students throughout their HSC journey. It also reflects the unwavering support of our incredible teachers, staff, and families who have guided and encouraged them every step of the way.

Student Profile

Enrolment Policy

Xavier College follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
583	608
Total Enrolments: 1191	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
7	91%	10	88%
8	88%	11	89%
9	87%	12	93%
College Average: 89%			

Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on

written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

Student retention rates

The retention rate of students for Year 10 to Year 12 was 79%.

Post School Destination

Each year the college collects destination data relating to the Year 12 student cohort. The table below sets out the percentages of students for the various categories.

Post School Destination	
University	81%
Technical and Further Education (TAFE)	7%
Workforce	12%
Other/Unknown	0%

Characteristics of the student body

The table below shows the number of students in each of the categories listed.

Student Body Characteristics	
Language background other than English (LBOTE)	445
Students with disabilities (SWD)	280
Aboriginal and Torres Strait Islander	78

Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. Xavier College is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Enhance the Hot Chocolate Tuesday Food Van to reward students who maintain our Three Pillars (Ready, Respectful, Safe).
- Introduce a twelve month Orientation Program for Year 7 culminating in an off-site reflection and problem solving conference in November.
- Consolidate the Tomorrow Man and Tomorrow Women Program for Year 10 students. A four-part program delivered over four terms focusing on well-being.

Xavier College bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the college.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

Actions promoting respect and responsibility

Xavier College actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Consolidate the Three Pillars - Ready, Respectful and Safe. This is embedded across the College.
- Appoint a First Nation Educator on a reduced load to enable greater support for First Nation Students.

- Backflips for Bullying Program and Motiv8 were introduced to build a greater understanding of our Three Pillars - Ready, Respectful and Safe.

Community Satisfaction

During 2024, CSPD and our college utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- High quality teaching and learning associated with high expectations with a clear student behaviour management policy.
- Parents have reported that the college staff are approachable, inclusive and helpful.
- The TTFM data collected and reported showed that parents were more than satisfied with all aspects of college life.

Areas of strength from the student feedback include:

- TTFM reports that students find work engaging and challenging with variety of teaching styles.
- Student's report a high level of trust and connection with their teachers. They see the College as a safe place.
- Student's report that teachers provide timely feedback and explicit feedback.

Areas of strength from the staff feedback include:

- Staff report that the leadership is collegial and supportive with a strong focus on staff wellbeing.
- Staff report that the internal structures support reflective and collaborative practices designed to reduce work based pressure.
- Staff report high quality internal communication, organisation and adaptability that leads to a positive work culture.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	Year 8 mathematics students achieve an average learning gain in standardised number and algebra assessments larger than 0.4 effect size.	Still Working Towards.
Priority 2	To improve reading comprehension in Year 8 students by an effect size of 0.4 by November 2024.	Still Working Towards.

Projected School Priorities		
Priority 1	Improve students' understanding of the Catholic approach to engage with scripture through the Encountering Jesus Religious Education Curriculum.	
Priority 2	Improve student learning outcomes in each KLA- Years 8 and 9, through the use of explicit teaching and learning strategies.	

Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants ¹	\$15,522,135
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$4,180,829
Fees and Private Income ⁴	\$5,108,874
Other Capital Income ⁵	\$685,913
Total Income	\$25,497,751

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$1,093,579
Salaries and Related Expenses ⁷	\$19,129,250
Non-Salary Expenses ⁸	\$6,384,070
Total Expenditure	\$26,606,899

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

³ State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

⁴ Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

⁷ Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

⁸ Non-Salary refers to all other Non-Salary Recurrent Expenses